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This preparation of the Temple-Philadelphia-Trenton Teacher Corps Program describes the use of the resources which are available to most colleges, universities, school systems, and communities to achieve the goals of technology in education--individualization and humanization. Staff deployment and characteristics (including intensity and diversity of involvement, ability to work as a team, knowledge, ability to communicate, and respect for individuality) are presented. The major portion of the report is a description of training techniques for individualizing learning. The first emphasizes the contract system (in which the student contracts with his teacher to make a study in a field chosen by the student) which involves a chance for students to study relevant problems, relates to democratic interaction, improves self-initiation, emphasizes cooperation, and gives the student stature as a person with rights and feelings. Another technique emphasizes individual experiences in school and community, a program in which the needs and individual skills of interns are diagnosed and structured into a system for involving students in the community. In addition, brief reports of the other techniques used in the program are provided, such as a human relations training laboratory, microteaching, and the use of individual team leader and intern skills. A 13-item bibliography is included. (SM)

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INDIVIDUALIZATION OF INSTRUCTION FOR TEACHER CORPSMEN

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Educational technology has made great strides in the past few years with the advent of programmed materials, teaching machines, computer-assisted instruction and the development of individualized learning modules.

> Educational technology, however, has a much broader meaning than the term connotes. It refers not only to hardware and software but also to the overall process whereby the most efficient use of all resources for learning -- both human and material -- is made in a deliberate effort to match scarce resources to basic educational needs. When resources are combined into a system, the process becomes instead a commonsense approach to achieving a much-needed balance among the various elements of the teaching-learning process.[1]

The goal of technology must be individualization. Learning is an individual matter, but we seldom address ourselves in an orderly way to the exhancement of learning through individualizing instruction in the preparation of teachers. The prevailing method is lecturing to groups of from 25 to 500 students. (Technology through the use of "T.V. sections" is frequently employed with questionable results, since the lecture method still predominates.) Lecture sections frequently are followed by discussion groups, but these are usually too large to maximize learning for individuals.

In the Temple-Philadelphia-Trenton Teacher Corps Program, we attempt to individualize instruction in a variety of ways. It is true that computer-assisted instruction in teacher preparation is not available to us nor are there many good programmed materials developed at this time.

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[1]Wigren, Harold E., "We Must Harness Technology," Educational Leadership, May, 1968, p. 708.

However, we do have hardware, software and human resources that are available to most colleges, universities, school systems and communities.

To help place the following discussion of specific techniques of individualization into perspective, it is important to understand how the staff is deployed. At Temple University there are six full-time staff members working with 84 interns and 15 team leaders: a director, assistant director, two school supervisors, a social psychologist who coordinates community experiences and teaches courses and a community supervisor. An additional member of the team is a full-time coordinator from the Philadelphia School System. (There is only one team assigned to Trenton at present and the coordinator is part-time.) Each staff member works in several components of the program, essential to effective individualization through the use of human resources. For example, the director and the two school supervisors team teach a course for interns and participate with the rest of the staff in a course for team leaders. The director supervises in a school and is involved in a community project. The coordinator of community activities and the community supervisor team teach another course as well as visit schools. Both are actively involved in community affairs. The assistant director supervises the work of corpsmen in two schools and tutors individual corpsmen who need help in basic skills (see 11. below). The coordinator visits schools and participates in the team leaders course. Administrative details are shared by the director, the assistant director, and the coordinator. The entire staff meets once a week to share experiences, discuss problems and plan subsequent experiences for interns and team leaders. The success of individualizing is dependent upon the intensity and diversity of involvement of staff, as well as the ability of these

human resources to work as a team, the knowledge and skill they possess, their ability to communicate with others and the degree to which they respect individuality.

The following discussion of each attempt at individualizing learning is brief. Each would require a separate paper if handled in detail. The intent is to identify some of the techniques available to all of us as we attempt to find better ways of preparing teachers.

1. Human Relations Training Laboratory[2]

The pre-service progam begins with a Human Relations Training Laboratory (referred to also as sensitivity training or T-groups) in which interns, team leaders and University staff participate. Each T-group is comprised of eight or nine interns plus at least one team leader, a University staff member and a trainer. The experience is intensive, providing an opportunity for individuals to learn more about themselves, to develop trust in themselves and others, to learn skills of human interaction, to examine attitudes about race and to gain strength and "humanness" from a group. Following the experience, some individuals continue to meet with the trainers to solve individual problems. A second laboratory is conducted during the in-service phase of the program.

2. Team Teaching of Courses

Currently, four courses specifically designed for the Teacher Corps Program at Temple are team taught by full-time staff. Team teaching reduces the ratio of students per teacher and allows for more individual contact in and out of class. The combined skills of two or

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[2]Bradford, Leland, Gibb, Jack R. and Benne, Kenneth D., (eds.), T-Group Theory and Laboratory Method, John Wiley & Sons, 1964.

more human resources are made available to students. More small group instruction is possible.

3. Small Group Instruction

Courses are structured so that a variety of experiences occur during a two or three hour session. Groups of five or six Corpsmen work together on a particular skill as two or three staff members "float" to assist in problem solving. Team leaders participate in two or more of the courses for interns providing an additional resource for each small group.

4. Contract System[3]

Each student is involved for several weeks in the process of getting to know the community of his school. In addition, he has the opportunity to hear and respond to several people from the community and the various social disciplines. Now he is asked to consider an area of study that he would like to pursue systematically and to plan briefly how he will approach his study. Then, in private conference with the instructor, the study proposal is delimited and refined. When both student and teacher are satisfied with the proposal, it is transcribed on a contract form and both sign it.

The agreement is based on the understanding that if the study as it appears on the contract is completed, then the student will get an A for the course. The student is encouraged to work closely with the instructor throughout the semester, so that deficiencies in communication and research skills may be corrected before the contract is fulfilled.

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[3]Epstein, Charlotte, "Rationale for the Contract System," Temple University, 1968, mimeographed.

The whole idea of the contract system is tied to the nature of effective education that has been prescribed for children. Ideally, as interns live through the experience, they become aware of its effects on their own learning, and are subsequently committed to its use with children.

Let us look at some of the operative factors in effective education and see how they relate to the use of the contract system:

Relevance: Education, if it is relevant, is tied to the pupil's life experiences. Out of the streets he walks through and plays in; out of the conversation of his elders; out of the multiplicity of his interactions at home, in the community, and in school arise questions and problems that disturb and excite him. To the extent that the classroom teacher is committed to deal with these questions and problems, to that extent is her teaching relevant.

The contract system offers pupils an opportunity to study some of the questions and problems that they identify as relevant to their own lives, since they make the choice of what they will study.

Democratic Interaction: One of the tacit goals of education in a democratic society is to produce individuals who are able to function creatively without a need for authoritarian constraints. Respecting the diversity of roles and functions, citizens in a true democracy feel no need to respect authority for authority's sake or fear it for discipline's sake.

In the process of democratic interaction between pupil and teacher, the pupil learns that individuals, no matter what their position, may afford each other mutual respect, based on what they both bring to a relationship.

Above all, the traditional role of teacher as lecturer becomes an anomaly, because the premise of democratic teaching is that the teacher is not the giver of all knowledge. Thus, lecturing either disappears altogether from the teaching-learning process, or it is minimally used.

The contract system, as it provides for teacher-student consultation from the moment the student begins to think about what he will study, provides for optimum give-and-take between teacher and student. Always, it is understood that the teacher is in the role of clarifier and facilitator, offering information when the student asks for it.

Self-Initiation: Just as relevance of subject matter must come from the pupil's experiences, so the whole concept of self-initiation is tied to making school relevant to students. Out of the student's freedom to follow where his curiosity leads; out of his freedom to express whatever unique talent he may possess; out of his freedom to explore whatever current interest he may have; out of the opportunity to fulfill whatever immediate need he may feel for additional knowledge; comes his drive to initiate a plan of study for himself. When so much of a student is invested in the "course work," the chances of his really learning are inevitably multiplied.

The contract system provides a situation that frees the student to invest himself, since he is not presented with a pre-determined curriculum that must be covered.

Cooperation: Though this may not be the appropriate place to discuss the relative educational merits of cooperation versus competition, it is apparent that cooperation plays little part in classroom process today. It also is increasingly apparent that men must sharpen their cooperative facility if they are to survive as a race.

The contract system provides opportunity for cooperation:

1. Pupils may choose to study in groups.

2. Whether they study in groups or individually, they are obliged to share the results of their experiences with the rest of the class.

The Whole Person

The contract system implies that the teacher sees the student as a whole person, not merely as a single-dimensional figure sitting in front of the chalkboard, waiting for "input" from the instructor. Rather, the implication is that the student is a person with feelings (about what he wants to do), with needs (according to which he makes his choices), and with an essential human right to self-determination (even in school!!).

The argument may be offered that in "the real world," people have constraints and demands on them, and that they are never absolutely free. The argument is specious; no serious (and sane) advocate of freedom and self-determination ever speaks of absolute freedom. For, as long as the nature of man impels him to live with other men, his freedom will inevitably be limited by his consideration of others. It is in the refinement of this combination -- freedom of men in society -- that we may yet achieve real democracy.

To return to the somewhat more mundane: in the classroom, when we provide for relevance, democracy, self-initiation, and cooperation, we provide also that elusive "motivation" about which so much is written in the educational literature.

5. Individual and Team Self-Evaluation.

During pre-service and in-service individuals are required to assess their own work in each component of the program. Guides for this purpose

have been developed. Interns and team leaders evaluate themselves and each other in team sessions with University staff. The University staff is continuously evaluated by interns and team leaders throughout the program. Each individual in the program must take a close look at himself as well as those with whom he works. Evaluations are open and provide an important learning experience, since they help to diagnose needs and suggest next steps.

6. Micro-Teaching[4]

Space does not permit a detailed account of the micro-teaching process. Briefly, it involves video taping a teacher teaching a lesson with a group of four to six students. The teacher gets immediate feedback in terms of a specific goal. Usually a team leader, supervisor or peer assists in the critique. An important learning component is the re-teach in which the teacher plans specific behavior changes. The emphasis is on learning specific teaching skills such as asking questions, conducting an effective discussion, or using student ideas skillfully. We have found micro-teaching to be one of the most effective ways of involving regular classroom teachers in the Teacher Corps Program in addition to being an effective system for individualizing instruction.

7. Flanders System of Interaction Analysis[5]

The Flanders System is an ingenious, but simple method of getting immediate feedback about the teaching-learning process. Interns are taught to code using this verbal interaction system. They may code a

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[4]Allen, Dwight, Micro-Teaching, Stanford University, 1967.

[5]Amidon, Edmund and Flanders, Ned, The Role of the Teacher in the Classroom, Association for Productive Teaching, Minneapolis, Minn., 1967.

tape of their lesson or another intern or team leader may code for them live. They are taught to analyze a 10 X 10 matrix into which their verbal behavior is plotted, giving a picture of the type of interaction that takes place between teacher and student. We use the system to help individual interns get feedback about their teaching in a systematic way. We have found that interns and team leaders like the system, become quite skilled and use it extensively.

8. Blumberg System[6]

The Blumberg system of supervisor-supervisee interaction is a 13 category system for analyzing the verbal interaction between two people, one of whom is a resource person to the other. We train team leaders in the use of the system to sensitize them to the effects of their verbal behavior on interns. They tape record conferences with interns and learn to code their behavior. The raw data is plotted into a 13 X 13 matrix, providing a picture of the conference for analysis.

9. Role Playing[7,8]

We use role playing in our classes to solve team and individual problems as well as to develop skill in interpersonal relationships. In addition to helping interns internalize the value of role playing, we teach the techniques for using role playing with children. A video tape[9] made by Charlotte Epstein is available for this purpose.

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[6]Blumberg, Arthur, "Supervisor-Teacher Interaction Analysis," Temple University, 1965, mimeographed.

[7]Shaftel, Fanny and George, Role Playing for Social Values, Prentice-Hall, Inc., 1967.

[8]Chesler, Mark and Fox, Robert, Role-Playing Methods in the Classroom, Science Research Associates, 1966.

[9]Temple University Instructional Television, Role Playing, Temple University, Philadelphia, Pa. 19122, 1968.

10. Individual Experiences in School and Community

The field experience in the school and community presents great potential for individualizing instruction. Here interns have opportunities to teach children and to "do their own thing" in the community. Individualization is maximized but often without learning. It is in this component of the program that our skill is really tested -- the team leader, the school staff, the University staff, the school system coordinator and the intern. Unless all of the resources are utilized effectively, individualization operates in a vacuum.

The team leader is crucial in designing experiences that are appropriate for interns through diagnosing immediate needs and utilizing individual skills and talents. The school supervisor must help the team leader operate effectively, particularly in the early stages of their development in an extremely difficult role. University courses must be designed so that input into the school and community and feedback into the college classroom maximizes individual learning. Interns must be guided to use what they learn in the community to improve their teaching in the classroom.

Team meetings must be conducted by team leaders in which small group instruction and problem solving take place. The regular classroom teacher must be involved in the teaching-learning process. Other resources in the school must be utilized. The community supervisor must guide the intern in his community involvement and assist the team leader in community matters.

Simply providing individual experience does not assure learning, an obvious point. However, designing the structure in which individual learning takes place in the field is extremely complex and difficult.

Just as structure (not synonymous with rigidity) is necessary for individualization of learning in the classroom, it is imperative in the field. The intern and the team leader must have continuous feedback about what they are doing as individuals if they are to change their behavior (increase their skill).

To illustrate the need for structure in field experiences, we have developed a system[10] for involving students in the community. Space does not permit presentation of the entire system, but the first two stages are as follows:

> The community experiences are set up developmentally, to give you opportunities to become aware of the community, to deal with your own reactions to it, and finally, to get involved in the lives of the people. The course work related to the community experiences provides data concerning the community presented by a variety of professional community workers. University staff will present broader experimental and descriptive data so that you may relate the school community to the total society. On-going discussion groups will give you opportunity to share ideas and feelings with each other and define your own roles as teachers.

Stage 1

Objective: To react subjectively to specific situations.

Purposes:

a. To effect catharsis. Experiences will trigger expressions of feelings, not only about immediate situations, but about poor people, Negro people, Puerto Rican People and white people.

b. To enable you to compare the variations in subjective reactions and relate these variations to different levels of individual experience with poor people.

c. To begin to discriminate in poverty situations those areas of comfort and positive value for middle-class people.

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[10]Epstein, Charlotte, "A system for Involving Students in the Community," Temple University Teacher Corps Program, 1968, mimeographed.

Experiences

1. Walk through school boundary and map it. (This is a perception map, not a substitute for a conventional street map.) Identify landmarks and note on map your feelings and thoughts that occurred to you as you passed different points. Also note places you think you might like to visit and find out more about on another day.

   Suggested places for visiting:

Bars (Girls use Ladies' Entrance)	Churches
Community Center	Library
Laundromat	Thrift Stores
Gov't Agencies (Fed., State and Local)	Beauty Salon
Barber Shop	Super Market
Y's	Neighborhood Stores
Real Estate Agent	Housing Project Office

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2. Visit police station and speak to policemen on duty. Sit and watch activities for a while. (Maybe your team leader would like to arrange for a ride in a police car around the area.)

3. Visit at least 2 places identified in your walk -- introducing yourself as a teacher temporarily assigned to (Blank) School who wants to get to know the people whose children he will be teaching. You may want to spend several hours visiting or just a few minutes. (Team leaders may want to make advance appointments for these visits.)

   * In some situations, it is more comfortable for everybody if there are only 2 or 3 of you visiting, instead of 6 or 7.

4. Visit the junior high schools fed by your elementary school and the high school fed by those junior high schools.

   Talk to a few teachers and students.

   You may want to chat about these general subjects:

   - How well prepared are the children who enter your school?

- What courses do the children generally select?
- What is the nature of the counseling the children get in the selection of courses?
- How do you individually and as an institution relate to the elementary school?
- How do you see the role of the parents in the school?

** A suggestion: It is probably more desirable to chat informally rather than to ask a series of questions as if you were conducting an interview. Don't take notes.

The total involvement process, when completed, will demonstrate a usable system for teachers entering a new school.

Stage 2

Objective: To experience in some detail an effort of poor people to change their situation.

Purposes:

a. To begin to develop empathy with individuals in different social classes and ethnic groups.

b. To begin to see historical and social-psychological cause and effect relationships in situations and behaviors of other groups.

Experiences:

1. Pick a single organization or agency that demonstrates one of the following structural types:

   a. an example of outside impetus for change
   b. an example of self-directed impetus for change
   c. an example of self-directed impetus for change on a more sophisticated level
   d. an example of self-directed impetus for change utilizing various levels of community participation
   e. an example of an organization that provides opportunity for community-authority relationships

2. Make a study of how the organization got started:

   a. the first people who saw the need
   b. what they did initially to get support for the idea
   c. who became involved in the secondary steps

d. how the organization began to take form
e. the relationship of the original perceived need and the current structure and function of the organization

3. Regularly meet with your team-mates to compare notes.

4. Finally, as a team, arrive at some generalizations about how a community organizes.

The field experiences provide opportunities for individual and team experimentation in developing models for teacher preparation. In the second year, for example, several of our teams are team teaching a class of children while the regular classroom teacher is freed to provide another service to the school.

One form of individualization used in various programs is the extern model wherein, during the second year, an intern is employed by the school system and continues to receive supervision from the team leader. In our opinion this, except in very rare cases, is a mistake. The intern is deprived of valuable learning experiences when restricted to full responsibility for a classroom. In addition, the Teacher Corps model of two years of training in an ideal situation is prostituted.

11. Individual Basic Skills Program

Some interns are victims of poor educational backgrounds and lack some of the basic skills which will allow them to pursue a graduate degree successfully. However, they have qualities that make them potentially excellent teachers. The assistant director of the program is beginning a program to help improve oral and written skills of interns.

12. Individual Conferences

Staff members and team leaders must be available for individual conferences with interns. Very early in the program, interns should be apprised of the particular area of responsibility and competency of individual staff members, team leaders, school system personnel, and community residents. Individual conferences, for whatever reason they are needed, provide excellent opportunities for learning.

13. Use of Individual Team Leader and Intern Skills

Team leaders and interns come to the program with individual skills that may be developed and shared with others in the program. This doesn't always happen naturally. Again, structuring opportunities for learning is imperative. For example, one of the team leaders in our program has had most of her experience in Montessori schools. Other teams have much to learn from her. They will visit her school to gain what they can from her and her team. A second cycle intern with a strong background in science has developed materials and skills in the teaching of science. He will conduct a workshop for third cycle interns and team leaders. Through keeping channels of communication open by constant interaction of people involved in the program, through team leader monthly reports and through periodic team meetings with staff, is it possible to keep abreast of everything going on in the program. This is the necessary structure that facilitates learning.

14. Instructional Materials Center

The College of Education at Temple has a well equipped instructional materials center where interns are referred for individual work. They

may view 8mm. films, use Cuisenaire rods before trying them for a lesson, use a picture file, transparency file, practice using an overhead projector or view a filmstrip.

15. Independent Study for Graduate Credit

There are nine semester hours of electives in our program, six of which may be taken as independent study. This affords an additional opportunity for interns to pursue an area of interest in depth outside of the required courses in the program. The study may be conducted under the guidance of a Teacher Corps staff member or another faculty member of the student's choice.

16. Programmed Materials

There are a few programmed materials available for teacher preparation at the present and more in production. We have found Educational Objectives[11] to be very helpful. In addition, some of the material prepared for children provides an excellent way for interns to learn content unfamiliar to them such as Mathematics Enrichment[12] and Equations and Inequalities, A Programmed Unit.[13]

Teacher Corps guidelines -- the Teacher Corps model itself -- affords opportunities for flexibility within programs and for a diversity of program models. Through individualizing instruction, even within the

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[11]Magar, Robert F., Preparing Instructional Objectives, Fearon Publishers, 1962.

[12]Spooner, George, Mathematics Enrichment, Programs A,B, and C, Harcourt Brace and World, Inc., 1962.

[13]Nichols, Eugene, Talin, Robert and Garland, Henry, Equations and Inequalities, Holt, Rinehart and Winston, 1963.

existing framework of universities and school systems, it is possible to develop specific skills in teaching; without individualization, humanization is impossible. Without humanization (and all that the word implies) we will never develop teachers who care. Teachers who don't care, don't teach.

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